Teaching and Learning Policy

1. Rationale

This policy recognises the essential role of high quality teaching and learning in Dunboyne College of Further Education. As a long established centre of teaching and learning the management and staff of Dunboyne College of Further Education have continually sought to develop and expand our teaching and learning strategies so as to optimise the educational experiences of our diverse learner population.

We, as educators, seek to encourage and promote the development of the whole person. Effective teaching and learning is a vital part of this process. We seek not only to facilitate learner's acquirement of the knowledge and skills needed to progress to higher education and/or employment, but also to guide learners towards recognising their own competencies and aptitudes and to develop confidence in their own abilities to progress their own learning.

2. Aims

This policy aims to:

- Recognise that our student population is diverse and that our teaching and learning strategies should be adapted when necessary to recognise this diversity

- Recognise that our teaching staff come from a variety of educational backgrounds and disciplines and that each member of our staff team has something to offer in regards to how the college approaches teaching and learning
- To provide a guideline for teaching staff with regards to how teaching and learning can be best approached in the college at all stages during the academic year, i.e. during course and module preparation, module delivery and module assessment and feedback
- To provide guidelines for teaching staff on how they can support learners experiencing difficulties with course content or assessment and how additional support can be obtained from the college's support services
- To ensure that our teaching and learning practices comply with the Teaching Council *Code of Professional Conduct for Tutors* (2012)

3. Policy content

Section 1

Course and Module Preparation

1.1. Curriculum provision will be reviewed and updated each academic year.

1.2. There is a QA Committee to oversee the evaluation of courses. Courses will be evaluated on a rotating basis and recommendations from these evaluations will be considered in the planning of the delivery of courses for the next academic year.

1.3. At the end of each academic year tutors have access to internal verification reports and external authentication reports. Based on these, tutors will prepare an analysis of results and a plan of action to implement recommendations or improve delivery of modules.

1.4. Tutors will plan assessment and record that plan on the Assessment Schedule at the beginning of each academic year. These dates are, however, subject to change, if necessary.

1.5. Tutors will endeavour to use a variety of assessments techniques and to tailor those to specific learners where necessary and possible.

1.6. Subject tutors will prepare a scheme of work for each of the modules they teach. This scheme of work may or may not follow the order suggested in the QQI or other awarding body module descriptor, but will follow a logical sequence and cover all learning outcomes in the module descriptor. This scheme of work should be available should the college have a Department of Education and Skills inspection.

1.7. Schemes of work may clearly outline (a) learning outcomes, (b) course content, (c) proposed teaching methodologies and (d) methods of assessment of and for learning (see appendix 3 for a template of a scheme of work).

1.8. Subject tutors who teach more than one module to the same class group will endeavour to semisterise modules, where appropriate, so that learners have a greater sense of achievement and purpose as they progress through the year.

1.9. Tutors will aim to integrate assessment across different modules of the same course. They will be given opportunities to meet with other tutors of the same course in order to do this.

1.10.   Class preparation leads to quality teaching and learning. Tutors are encouraged to prepare lessons diligently, for example keeping, in advance, a daily diary of intended lesson content. Classes should be evaluated and plans altered where necessary to reflect actual reality.

1.11.   Subject tutors should have high quality course materials prepared in advance of their presentation to learners.

Section 2

Module Delivery

2.1   Tutors will adhere to best practice guidelines in the delivery of their module(s).

2.2   Subject tutors should endeavour to use a variety of teaching methods appropriate to subject content and the learning needs of their learners and refer learners for additional supports where deemed necessary.

2.3   Tutors will make subject notes and other materials available to the learning and academic support area, where necessary, in order for the staff there to offer meaningful support to leaners.

2.4   Expected learning outcomes or objectives of the session, should be explained and displayed at the beginning of class.

2.5   The roll should be called at the beginning of each class and absences noted.

2.6   Content should follow a clear and logical sequence and employ a range of effective and engaging teaching methods.

2.7   A variety of teaching methods and resources should be employed to make content more engaging.

2.8   Tutors will endeavour to incorporate ICT into their teaching, where appropriate.

2.9   Tutors will engage in reflective practice and review and evaluate modules on an ongoing basis.

2.10   Practical classes:

- Expected learning outcomes or objectives should be explained, demonstrated and displayed at the beginning of the session so that learners are clear on what they are required to do during the class
- The roll should be called at the beginning of each class and absences noted
- Once learners begin to work the teacher should quickly do a 'round' of all learners to ensure that no student is unclear of what they are expected to do
- Tutors should endeavour to spread their time evenly between learners or groups of learners
- Questioning should be used extensively to assess student understanding and learning
- Learners experiencing difficulties should be sensitively supported

Section 3

Module Assessment and Feedback

3.0 Learners need to be given the best opportunity to display the skills they have acquired in each module to the required level through appropriate assessment.

3.1 Subject tutors will fill in an Assessment Schedule of planned assessment dates. These may be subject to change but each tutor will endeavour to plan, as closely as possible, accurate assessment dates.

3.4 Subject tutors must provide clear assessment briefs to their learners with clear guidelines for learners on how to approach these briefs. Briefs should match assessment guidelines and marking schemes provided by module descriptors. (See appendix 1 for a sample brief.) Learners may also be given more detailed written guidelines accompanying the brief. (See appendix 2 for sample guidelines). Briefs should be pitched at the appropriate level.

3.5 Subject tutors should compile module examinations in accordance with module guidelines and marking schemes. Examinations should refresh annually and be administered and corrected in accordance with college policies.

3.6 Subject teaches must follow the college's policies on assignment submission and the late submission policy.

3.8 Learners who may need extra guidance or help with assessment should be referred to learning support or academic support.

3.9 Learners should be given quality feedback on assignments, in a timely manner. Feedback should be given in a constructive and sensitive manner.

3.10 Course work can be submitted (in accordance with QQI directions) in a number of different forms.

3.11 Tutors must submit learners' work for assessment in accordance with college policy and practice on internal verification and external authentication.

3.12 Tutors should encourage learners to adhere to the word count guidelines of the college.

Tutors will be offered CPD opportunities in order to aid them in complying with all the elements of this policy and to continuously reflect on practice.

The IV and EA Co-ordinator can provide guidance on the writing of schemes of work, briefs and assessment guidelines.

Relationship between this policy and the Teaching Council 'Code of Professional Conduct for Tutors (2012)'

The following sections of the Teaching Council Code of Professional Conduct for Tutors (2012)' apply directly to this policy on teaching and learning.

3.1 Professional Values and Relationships

Tutors should:

- Be caring, fair and committed to the best interests of the learners entrusted to their care, and seek to motivate, inspire and celebrate effort and success

- Acknowledge and respect the uniqueness, individuality and specific needs of learners and promote holistic development

- Be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future

- Seek to develop positive relationships with learners, colleagues, parents/guardians, (where appropriate) college management and others in the college community, that are characterised by professional integrity and judgement

3.2 Professional Integrity

Tutors should:

- Avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on learners

3.3 Professional conduct

- Communicate effectively with learners, colleagues, parents/guardians (where appropriate), college management and others in the college community in a manner that is professional, collaborative and supportive, and based on trust and respect
- Ensure that any communication with learners, colleagues, parents/guardians (where appropriate), college management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites

3.4 Professional Practice

Tutors should:

- Maintain high standards of practice in relation to student learning, planning, monitoring, assessing, reporting and providing feedback
- Apply their knowledge and experience in facilitating learner's holistic development
- Plan and communicate clear, challenging and achievable expectations for learners
- Create an environment where learners can become active agents in the learning process and develop lifelong learning skills
- Develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all learners
- Inform their professional judgement and practice by engaging with, and reflecting on, student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation

- In a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance and act in the best interest of learners

3.5 Professional Development

Tutors should:

- Take personal responsibility for sustaining and improving the quality of their professional practice by:
  - ✓ Actively maintaining their professional knowledge and understanding to ensure it is current
  - ✓ Reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
  - ✓ Availing of opportunities for career – long professional development

3.6 Professional Collegiality and Collaboration

Tutors should:

- Work with teaching colleagues and leaner tutors in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for learners
- Work in a collaborative manner with learners, parents/guardians (where appropriate), college management, other members of staff, relevant professionals and the wider college community, as appropriate, in seeking to effectively meet the needs of learners
- Cooperative with Inspectorate of Department of Education and Skills and other statutory and public non-statutory educational and support services as appropriate
- Engage with the planning implementation and evaluation of curriculum at classroom and college level

4. Roles and responsibilities

1. The Board of Management will approve the policy and ensure its development and evaluation
2. The Principal and Deputy Principal will be responsible for the dissemination of the policy
3. The College's Teaching and Learning Policy will form part of the induction programme for new teaching staff and shall be included in the staff handbook

4. It is the responsibility of all teaching staff to read this policy carefully
5. It is the responsibility of all teaching staff to regularly evaluate their own approaches to teaching and learning and to carefully consider any new approaches or methodologies that they feel may enhance their student's experiences

5. Review and evaluation

The effectiveness of this policy will be monitored by the Principal and Deputy Principal.

The policy will be reviewed annually or as needs dictate during the academic year.

DUNBOYNE COLLEGE
OF FURTHER EDUCATION DCFE

Assignment Brief: Project
(Social Studies 1 & 2)

Module Title: Social Studies	**Code:** 5N1370
Tutor: Irene Togher	**Weighting:** 50%
Issue Date: Week beginning Jan. 5th 2015	**Due Date:** Social Studies 1: 10/03/2015 **Social Studies 2: 09/03/2015**

Assignment:

You are required to:

Investigate the experience of discrimination/discriminating practices
encountered by one group in Irish society and submit a report on your findings.

Your report should be typed using TNR 12pt, line and half spacing and following this structure:

Title

Table of Contents

Introduction

Literature Review

Methodology

Findings

Conclusion and Recommendations

Bibliography

Word Count: approx. 2,500 Words.

Learning Outcomes Covered

1, 2, 6, 7, 8, 9, 10, 11, 12

Assessment Criteria:	**Marks:**
Planning and Presentation	15%

Teaching and Learning Policy. Dunboyne College of Further Education.

Content	30%
Research	30%
Analysis	25%

NB:

You **must** submit a **plan** of your assignment week beginning **19/01/2015.** Use the attached planning sheet.

You can submit a **first draft** of your assignment by email (itogher@lmetb.ie) any time before **03/03/2015**.

Candidate's Name (Block Capitals):

_____

Your Class Group & Course:

_____

I DECLARE THAT THIS IS MY ORIGINAL WORK AND ALL SOURCES USED HAVE BEEN CREDITED:

Candidate's signature: _____

Date: _____

Plagiarism is:

• Using the words or ideas from another's work without referencing the source: this includes

unreferenced copy & pasting

Plagiarism can result in marks not being awarded

Social Studies Level 5

Assignment Explained

Title

Choose an area of discrimination. Form a question that your research will try to answer.

E.g. *Discrimination*: Racism

Research Question: Do immigrants suffer racism in Ireland today?

Table of Contents

List of the sections in your project with page numbers.

Introduction (1/2 – 1 pg.)

Introduce the topic you will cover. What is discrimination? What area of discrimination are you covering?

Give the main objectives or aims of your project (i.e. what do you hope to research and find out?).

Give reason why you have chosen this issue on a personal basis.

Give reasons why this is a social topic worthy of research in Ireland today.

Literature Review (2 – 3 pgs.)

Read some work already written in your chosen area.

Summarise what others say about this topic (make sure you reference writers).

What has been in the news about this topic?

Use as many different secondary sources as you can: Internet, books, newspapers, YouTube, TV news etc.

Methodology (2 – 3 pgs.)

Define the different types of research, explaining key terms.

Give examples of different possible research tools.

Pick two types of primary research you used in your project. Say why you chose these methods (i.e. the advantages).

Discuss any disadvantages of these methods and/or any limitations to your choice of methods (e.g. time, resources etc.).

Mention the secondary research you used.

Findings (2 – 3 pgs.)

Present the findings from your primary research (i.e. interview, focus group, questionnaire etc.).

Give the facts that you learned.

Give the opinions that people expressed.

If you found that the research agreed or disagreed with what you learned in the literature review, point it out here.

Conclusion and Recommendations (2 pgs.)

Reword your introduction to give your original aims (This project aimed to research and investigate the area of ….).

Sum up the main points of your project: what were the main things you found out?

Make recommendations for improving the situation of the people involved, referring back to your findings; methods for counteracting discrimination.

Bibliography
List of resources in alphabetical order and Harvard style.